

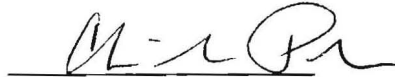
**Funding the Path to Higher Education:
Grant Writing for Project Stepping Stone**

An Honors Thesis (HONRS 499)

By

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A handwritten signature in black ink, appearing to read "C. S. Pak", is written over a horizontal line.

Ball State University
Muncie, Indiana

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May 7th, 2011

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Abstract

This Honors College creative thesis was undertaken with the goal of increasing the accessibility of higher education to the Latino community of Indiana. One of the most powerful methods of increasing the Latino community's level of educational attainment is through the practice of mentoring. In order to make a long-lasting impact that extends beyond what I could personally do for one or two individuals, I decided to assume the role of grant-writer for an Indianapolis-based non-profit organization, Project Stepping Stone. This organization offers a free week-long college-prep program for Latino students, where students receive mentoring, guidance, and inspiration, and by securing funding for Project Stepping Stone I believe that I am assisting in opening the doors to higher education to Latino high school students in Indiana.

Acknowledgements

- First and foremost I would like to thank Dr. Chin-Sook Pak. Throughout the course of this past year, and especially during this past semester, her encouragement, kind words, and optimism have been instrumental in my carrying out this project to the best of my ability. She is a testament to the good that a motivated and dedicated person can accomplish in the world, and her pursuit of social justice and equality are an inspiration to all who work for the improvement of society.
- I would like to thank the members of my HONRS 390G/SP 498 class: *La experiencia latina*, especially Sarah McColley, Juliana Ambercrombie, Lauren Fronius, and Melissa Schnulle. Without their hard work, I would not have had a project for which to write a grant, and Project Stepping Stone would be without the great booklet they now have. More importantly, as a result of their work, Latino high school students in Indiana now have a significant resource to assist them in the pursuit of higher education.

Author's Statement

Growing up in Cincinnati with a Venezuelan mother and Caucasian father while speaking only English made for an adolescence that was often confusing, as I was proud of the fact that I was of Latino origin yet embarrassed that I did not speak Spanish. The desire to learn Spanish was planted in my mind even from elementary school, when classmates would ask me during recess to count in Spanish, and I could not get to ten. My desire to speak Spanish was bolstered by the fact that my last name is obviously German and my skin tone is rather light, and I saw mastering the Spanish language as a route by which I could in a sense prove that I was indeed Latino.

To that end, I took four years of Spanish in high school and declared a Spanish major upon enrolling at Ball State University during my senior year. The declaration of this major would prove to be central to my personal and academic growth at Ball State, but two other events that took place prior to my beginning college were equally as important.

First, I was fortunate enough to be deemed a "National Hispanic Scholar" by the College Board after receiving a high score on the PSAT. A list of the names of all National Hispanic Scholars are circulated to universities in the United States who are particularly interested in recruiting Latino students, and I leapt at the generous scholarship package that Ball State University offered to students on that list. My receiving such a large scholarship from Ball State on the basis of my ethnicity and academic merit opened my eyes to the fact that institutions of higher education were markedly interested in recruiting Latino students. I also realized that the issue of diversity was an important reality in the realm of higher education and a value of which I needed to be much more mindful.

Second, I spent two weeks with a group of missionary health care providers in a small town in rural Honduras during the summer after high school graduation. I decided to take this trip principally because it represented a prime opportunity to immerse myself in the Spanish language, but the impact that those two weeks had on me was much greater than a simple improvement in vocabulary. The trip shattered my stereotype that doctors practice only to get rich, as all of the physicians traveling with us chose to stay in rugged quarters for two weeks and administer first-world care to citizens of a third-world country, without pay. Within the first week of our trip, I realized that being a doctor was not just about knowing a lot of science or making money but about having a passion for the welfare of one's patients. This trip marks the point in my life where I made the decision to pursue a second course of study that would prepare me for medical school.

Thus, when I arrived at Ball State University in the Fall of 2007 I knew that I wanted to learn to read, write, and speak Spanish fluently and go to medical school. I also knew, from interacting with other National Hispanic Scholars and discovering that similar scholarships were offered to high-achieving African-American students, that diversity-related initiatives were prominent in higher education. I was unsure as to why diversity was so valuable in an educational setting but was grateful for the fact that my mother was Venezuelan and that I had had the academic aptitude to score well on the PSAT. Up until that time, I had spent my life in predominantly Caucasian schools and a neighborhood that was demographically composed of primarily African-Americans and Caucasians. I decided to become an active member of the Latino community on campus, and with some trepidation joined the Ball State Latino Student Union (LSU).

Becoming a member of LSU was integral in the solidification of my identity as a Latino and also in furthering my appreciation of diversity. I quickly realized that I was accepted as a Latino despite my light skin and German last name, and also came to understand that as a Latino I had been blessed with a background that stood out from the majority of the Hispanic students I came to know. In my house, the fact that my siblings and I would go to college was a given, and my college-educated parents were instrumental in the application process: my mom, a bank employee who speaks fluent English, took care of the financial aid process, while my dad corrected my entrance essays and provided moral support. Knowing that both of my parents had successfully navigated through college was reassuring, and they have both continued to assist me in the above-mentioned ways throughout my college years. Conversely, many other members of LSU had parents who were not college-educated and unable to provide much support in the college application and financial aid process. Applying to college is a daunting task, and doing so without parental assistance was, to me, rather unimaginable. Another obstacle that many of my Latino peers were forced to deal with was the issue of immigration status, with many having family members living illegally in the United States, and a few were undocumented themselves. As a result of my LSU membership, I not only got more in touch with my ethnicity but also realized that I was fortunate in the sense that I was Latino but did not have to overcome the barriers that many Latino students must overcome.

After learning through personal interactions about the impediments facing Latino students with college aspirations, I began to feel guilty about the fact that I did not have to wrestle with many of these challenges. Why was it that Latino students who were as intelligent, if not smarter, than me were unable to go to college? How was it fair that I had been born to parents who expected me to pursue a degree, while others had not and therefore would not go to

college? The inequity was both striking and depressing until I decided that I had been given such opportunities for a reason: I would take advantage of the opportunities I had been given and extend them to others. To do so, I became a member of the executive board of LSU and volunteered for organizations that provided social services to Latinos. These activities were beneficial for both me and those for whom I worked, but I was left with a desire to accomplish something larger that would more directly benefit Latino students on the path to a college degree. When Dr. Chin-Sook Pak offered me the chance to assist her in the design and implementation of an immersive and service-learning colloquium to be given in the Spring of 2011 entitled “The Latino Experience,” I accepted her offer, and my Honors Thesis project flowed naturally from our work together.

To prepare for the course, Dr. Pak and I reviewed the literature that dealt with the topic of the Latino experience in higher education. The barriers to education that I had been anecdotally learning about through my LSU membership were now verified in peer-reviewed journals. One example of the barriers that were consistently appearing in the literature was the issue of “the unknown,” including lacking knowledge about the application process and not knowing where to seek financial aid (Sosa). This issue of being unfamiliar with the college application and financial aid process is oftentimes further compounded by a lack of successful role models, and many Latino high school students’ parents have not attended college (Ceja; González, Stoner and Jovel; Tornatzky, Cutler and Lee; Gandara), especially when compared to the degree of parents’ education among other students at the undergraduate level (Santiago and Cunningham). Furthermore, the importance of increasing the number of Latino students was borne out in the literature review done prior to beginning the course and during the class itself. I learned that the educational attainment of Hispanic-Americans is not on par with their growing share of the

population (Sorensen, Brewer and Carroll; Lopez), which is projected to be 25 percent of the college-age population in the U.S. by 2025 (U.S. Census).

Despite the bleak outlook caused by the barriers mentioned above, not all that I learned was negative, and some articles highlighted ways in which Latinos can be supported on the path to higher education. Chief among the ways in which socially conscious administrators and educators can improve the odds that a Latino student will successfully enroll in college is the practice of mentoring. The literature revealed the positive effects that mentoring has on the rate at which Latino students enroll in college, and I learned that even informal mentoring practices can lead to Latino students gaining access to college (Wade; Zalaquett and Lopez). The importance of mentoring has not only been documented by impartial observers in the above studies, but Latino students themselves have identified having a mentor as being of great benefit in increasing their educational attainment and success (Ceballo).

Finally, although having a mentor while attending college can be crucial, I believe that it is during the high school years that the presence of a college-educated mentor is most important, as actually enrolling at a university is the first step to receiving a degree. As discussed earlier, the period during which students must apply to college is fraught with uncertainty and fear, but mentoring practices can be very influential during the Latino student's transition from high school to college (Wade; Cabrera and Padilla).

All of the knowledge that I accumulated as a result of doing research during the Fall 2010 semester left me with the following conclusion: Latino students face unique challenges when it comes to attending college, and one of the most effective ways of helping Latinos to overcome those challenges is through the practice of mentoring. Mentors provide support in myriad ways,

but most significant, I believe, is the fact that they provide examples of people who once were in a position similar to that of an uncertain high school student and were able to succeed.

While composing a plan of action for the Honors Colloquium “The Latino Experience,” Dr. Pak and I met personally with the director of a non-profit organization based in Indianapolis, Project Stepping Stone (PSS). Project Stepping Stone consists of a week-long summer program that aims to familiarize the Hispanic youth of Indiana with the idea of getting a college degree, and provides them with the tools to do so. While attending PSS, students meet successful Hispanic professionals who were once in their shoes as high-school students, and these role models provide students with the motivation to break barriers and think independently. Activities that students undertake during the week include technology training, college orientation sessions, and workshops that describe the process of seeking financial aid. Essentially, PSS equips Latino students with the motivation and ability to apply to college, seek financial aid, and succeed after enrolling through an intensive week of mentoring and networking. During our meeting, the then president of PSS, Stephen Ramos, revealed to us that the organization is run principally by volunteers without any steady source of income or paid staff, and consequently is always in need of funding opportunities. Dr. Pak, Stephen, and I were able to identify a creative thesis project that would be useful and beneficial both for myself and PSS, and it was decided that I would identify and apply for at least two grants for PSS over the course of the Spring 2011 semester.

As stated above, PSS is entirely staffed by volunteers, many of whom also have full-time jobs and family responsibilities. The fact that no one person can dedicate extended amounts of time to a PSS project means that much of the organization’s planning and management is done piecemeal. The intermittent nature of PSS’ volunteer work signified to Dr. Pak and I that the organization would not have much time to spend on finding and applying for grants, which are

extremely valuable sources of funding for non-profit organizations. In that respect, PSS would certainly benefit from having a student committed to spending hours composing grant narratives, instead of multiple volunteers sporadically doing so. Furthermore, this particular creative project would benefit me, as well.

As I stated earlier, during my first years on campus I realized that I was a lucky Latino student in the sense that I had not been forced to deal with any significant obstacles on the path to college. While I knew that I could not change the educational attainment of Latino students' parents or directly increase a large number of students' familiarity with the college application process, I wanted to make the opportunities that I had received available to other Latino students. As a Latino enrolled at a four-year university, I had gotten through the door, but unless I turned around and assisted other students in getting through that door my achievements would benefit only myself. After doing a thorough literature review, I came to the conclusion that mentoring practices are the best methods of helping students advance and as such the identification of PSS' need for a grant-writer was a perfect fit. By securing funding for PSS, I would be securing funding for an organization that is directly responsible for the mentoring of hundreds of Latino high school students; therefore, I would be helping to create opportunities for students who had not been as fortunate as I had been in high school.

The first grant that I applied for was to secure funding for an informative manual to be distributed to potential and current PSS participants. This grant application served a dual-purpose, because it provided the funding for one of the projects in my "Latino Experience" colloquia and at the same time was valuable to PSS. Although the benefits of attending PSS are tremendous, many Latino students are simply unaware that such an opportunity exists, and PSS does not have substantial printed literature with which to advertise the program. In collaboration

with the leaders of PSS, my Honors Colloquium class created an informative handbook, and I applied for a Community Service Mini Grant (CSMG) through the Indiana Campus Compact. With the help of my Honors adviser, Dr. Chin-Sook Pak, I was eventually successful in procuring \$1000 to cover the cost of printing and production of the manual, but the process was arduous and involved a level of coordination, compromise, and evaluation that I had not expected when I first wrote the grant narrative.

Although the creation of the handbook was identified as being useful for PSS, and the president of the organization herself wrote a letter of support to ICC, the evaluators of my application felt that the proposed project lacked a “direct service” component. (The original grant proposal can be found after the author’s statement, along with all revisions.) While I believe that direct service can be performed in many ways, the ICC preferred that any CSMG proposal include a component that would have those involved in the project actually out in the field, interacting directly with the population being served. Dr. Pak and I were of the opinion that although the class was not going to be going door-to-door distributing the handbook or working one-on-one with the students who would receive it, the class was indeed doing a direct service to the community by collecting information from our community partner (PSS), compiling that information into a concise handbook, and finally printing the handbook. After a round of discussions with the ICC, Dr. Pak and I decided to incorporate an activity that we thought would be considered as direct service. This activity involved members of the class meeting with members of the Muncie Hispanic community and sharing with them the information that was contained in the manual. After revising the grant proposal to reflect the additional service component, I resubmitted my CSMG proposal, confident that it would be accepted the second time around. I was wrong, to some extent.

The ICC replied to the revised version of the grant with a request for more additions, and due to the fact that the semester was coming to a close I politely thanked the grant evaluators for their time and informed them that I would not be pursuing the grant further. After another round of talks that lasted approximately one week, I was pleasantly surprised to learn that the ICC would indeed be granting us the money we were seeking for the handbook.

As a result of completing a CSMG, I learned that writing a grant narrative itself is a difficult and time-consuming process, and that even after perfecting the language of a grant, it is still very possible that the organization will decide not to fund the project. Beyond the CSMG, I composed two additional grant narratives that can be found in their entirety after the author's statement.

The second grant that I applied for was from the Central Indiana Community Fund (CICF). I learned of the organization after a second meeting with the leaders of PSS in which they mentioned the CICF as a past sponsor. Fortunately, PSS had provided me with a past grant narrative for an unrelated organization, and I was able to use portions of that narrative in my CICF application. At the time the CICF application was submitted, I did not expect to find out whether the application had been successful or not until after graduation, and dealing with that uncertainty was a little challenging. Much to my surprise, however, the president of PSS informed me on my third to last day as an undergraduate that the grant was approved by CICF, and PSS was awarded \$7,000 on the basis of my application. This news was completely unexpected and gives me a great sense of fulfillment.

The third grant narrative that I composed was for an organization known as the Hoover Family Foundation. Along with the CSMG, I feel that the Hoover Family Foundation represents some of my best writing, and I was able to include an extensive number of references in the

narrative. PSS will not know whether or not I was successful in securing a monetary donation until next year, as the deadline for submission is July 1, 2011. Given the success of the CICF application and the fact that the Hoover application is of better quality, I feel confident that a monetary award will be made to PSS on behalf of the Hoover Family Foundation.

The final project that I undertook for PSS was less labor-intensive and involved composing a brief letter that would be utilized to secure in-kind donations of laptop computers for PSS participants. The laptops will be used as prizes and motivating factors for PSS students, many of whom do not have access to computers at home. A copy of the letter can be found after the author's statement.

Finally, I am also including as part of my thesis copies of semi-weekly journals written in Spanish throughout the course of the semester in which I completed this challenging endeavor. These journals trace the evolution of my work and have been valuable in refreshing my memory as to what I was thinking and how I was feeling at different times during the semester.

As I reflect on the work I have done for my Honors Thesis, I can say that I am very glad I chose to pursue this particular undertaking for many reasons. First, I gained invaluable insights into the world of competitive grant-writing and the difficulties that non-profit organizations face in staying afloat financially. Throughout the course of the "Experiencia latina" colloquia, we had the opportunity to interact with La Plaza, a non-profit organization that provides social services to Hispanic residents of Indianapolis. I was surprised to learn that La Plaza also applies for the CICF, and it is vexing to think that two socially conscious organizations that share similar goals must compete with each other for the same source of funding. This rivalry reflects the fact that the available pool of money for non-profit organizations in Indiana is extremely limited, and competition is strong. Furthermore, the experience of applying for grants will serve me well in

future endeavors, as I am involved with a non-profit organization that takes medical mission trips to third-countries and is also always on the lookout for financial assistance.

Second, I now realize that working with community partners is a collaborative effort that requires reciprocal input from both parties. The leaders of PSS and I were very enthusiastic about my creative project at the beginning of the semester, but the busy schedule of our counterparts at PSS made communication a difficult process at times.

Finally, in completing this project, I believe that I have been able to turn around and open the door to higher education for a large number of Latino students. As I discussed earlier, I count myself among the lucky few who have thus far been successful in the pursuit of higher education. My hope is that in the future a Latino excelling at the college level will be viewed as the norm, not the exception. I believe that PSS, with the assistance I was able to provide, will be able to make that hope a reality.

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TITLE PAGE (1 of 2)

University/College: Ball State University

Project Title: Making Higher Education Accessible to Latinos: A Handbook for Project Stepping Stone

Project start date: March 1, 2011

Project end date: May 6, 2011

Total Amount Requested (min. \$100 – max. \$1,000 request): \$1,000

Estimated # of individuals served: 150

Estimated # of project participants: 15 students

Brief project description (3-4 sentences): With the goal of increasing the accessibility of higher education to Latino students, volunteers will create a handbook to promote Project Stepping Stone.

Information about the STUDENT PROJECT LEADER:

Name: Alexander Schneider

Address, City, State & Zip: 1801 N. Rosewood Ave, Muncie, IN 47304

Telephone: 513-787-4635

Email: alschneider2@bsu.edu

Major & Expected graduation date: Spanish, May 2011

Have you ever received an ICC grant in the past? ☐ YES ☒ NO

Grant name:

Award Date:

Award Amount:

I have read and agree to the terms and conditions listed on the following page: ☒ Yes, I agree.

Electronic Signature:

Alexander Schneider

APPLICATION CHECKLIST



Title Page



Budget Form



Abstract



Letter of Support



Narrative

SUBMITTING YOUR APPLICATION

Completed applications should be e-mailed to: iccgrant@iupui.edu

Please use the subject line:

CSMG Application/Applicant's Last Name

Applications must be sent by 5pm EST by the 15th of the month prior to the start date of your project.



TITLE PAGE (2 of 2)

Information about the PROJECT OVERSIGHT DIRECTOR:

Name: Dr. Chin-Sook Pak

Title: Associate Professor of Spanish

Campus Department: Dept. of Modern Languages and Classics

Address, City, State & Zip: 2000 University Avenue, Muncie, IN 47306

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I have read and agree to the terms and conditions listed below: ☒ Yes, I agree.

Electronic Signature: 

Information about the AUTHORIZED INSTITUTIONAL FISCAL OFFICER¹:

Name: Mr. Bernard Hannon

Title: Assoc. VP, Business Affairs & Asst. Treasurer

Address, City, State & Zip: 2000 University Avenue, Muncie, IN 47306

Telephone: (765) 285-5221

Fax: (765) 285-5224

E-mail: klucas@bsu.edu

I have read and agree to the terms and conditions listed below: ☒ Yes, I agree.

Electronic Signature: 

¹An assigned account manager or individual who can set up a grant account for the project/student. **IMPORTANT NOTE FOR ALL IU CAMPUSES:** Because Indiana Campus Compact is run fiscally through Indiana University, awards to Indiana University applicants are made as sub-awards internally. Therefore, the Indiana University proposals are not required to be routed through Research & Sponsored Programs or Sponsored Research Services. All sub awards will be assigned a unique account number on which to place all grant charges.

By signing and submitting this Community Service Mini-Grant Application, the potential award recipient and host institution agree to follow all grant guidelines outlined by Indiana University, Indiana Campus Compact (ICC), and any state and federal regulations that govern the award funds. If terms and conditions are not met, expenses will be deemed unallowable.

Terms and Conditions:

- ❖ ICC does not provide advance funding for projects. All CSMGs are awarded on a reimbursement basis only.
- ❖ With this award notification, ICC will provide your institution with a unique account number for this grant award. Any costs incurred for the CSMG project MUST be charged to the assigned account number.
- ❖ ICC will only provide reimbursement to the institution. ICC will not reimburse individual students or community partners directly. There is no guarantee that students and/or community partners will be reimbursed for out-of-pocket expenses.
- ❖ Please provide ICC with the original copy of the receipt(s) and all supporting documentation of expenditures. All original receipts, supporting documentation and Fiscal Reporting Forms must be submitted to ICC by the required deadline. Additionally, please include all supporting documentation for any claimed match amounts. ICC must receive all narrative and fiscal reporting forms before any payment requests will be made.
- ❖ Failure to provide all of the above fiscal documents will signify noncompliance.



Making Higher Education Accessible to Latinos: A Handbook for Project Stepping Stone

ABSTRACT

During the Spring 2011 semester, the Honors Colloquium class entitled, “La Experiencia Latina” (the Latino experience) will be conducting community action research with the goal of better supporting the Latino student population in higher education. Although the Hispanic population constitutes the largest minority group in the U.S., this group has been consistently underrepresented in higher education. One of the major obstacles that Latino high-school students with college aspirations must overcome is the issue of the “unknown,” including lacking knowledge about the application process, not knowing where to seek financial aid, and not having college-educated Hispanic role models (Sosa, 2002). Many Latino students are no less capable than their non-Hispanic counterparts, but do not pursue a college degree for the above mentioned reasons, thereby dramatically reducing their career options. Throughout the course of this service-learning seminar, students will explore the educational realities of Latino students at the university level and work to promote a climate that embraces diversity. With the goal of increasing the accessibility of higher education to Latino students, the students will create a handbook to promote Project Stepping Stone (PSS), which provides a college motivation camp to Latino youth. The handbook will contain the week-long curriculum, activities, and information for potential donors. As a community partner, PSS has identified the creation of a handbook that encompasses the program’s mission and activities as a project that would benefit the organization and its participants. The handbook will be used in June 2011. The members of the service-learning class will work this semester with the guidance and help of the leaders of PSS to implement the project.

Narrative

Community Voice

Although institutions of higher education seek to create an inclusive climate that values diversity, post-secondary education is not accessible to all groups of people. In the case of Latinos, there has been a persistent educational attainment gap (Lopez, 2009). One of the barriers to pursuing higher education among the Latino population is the fact that some Latino students have insufficient knowledge about the college application process and about higher education opportunities (Zalaquett, 2006). Project Stepping Stone (PSS) is a program directed by the Indiana chapter of National Society of Hispanic MBA's (NSHMBA) that consists of a free one-week college prep summer program. PSS addresses the issue of Latino students' unfamiliarity with post-secondary education, and 90% of high school seniors who have attended PSS have gone on to college. Although the benefits of attending the free one-week camp are tremendous, many Latino students are simply unaware that such an opportunity exists, and PSS does not have substantial printed literature with which to advertise the program.

In collaboration with the leaders of PSS, students enrolled in an Honors Colloquium (*La experiencia latina*) will create a handbook needed for future participants of PSS. The organization is run principally by volunteers without any steady source of income or paid staff. Consequently, the organization has enthusiastically welcomed this project. The handbook will describe the background, mission, and activities of PSS as well as the benefits of attending the program.

Orientation and training

The class has explored the literature describing the underrepresented student's experience with higher education and has interviewed a successful Latina graduate student during a class visit. As a result, students are well aware of the challenges Latino students face in enrolling in and graduating from college. The class has had one face to face meeting with the main coordinators of PSS, and will hold several more. The leaders of PSS have visited the class and

identified the creation of such a handbook as important to the organization, and members of the class who are familiar with computer composition as a result of being Architecture and Design majors will be principally involved in composing the handbook's layout. Training and orientation has begun and will continue until early April of 2011, at which point the class will compile the handbook, produce the copies, and disseminate the product.

Meaningful Action

Volunteers in this service project will collect and assemble pertinent documents and data, including PSS' mission statement, goals, and activities put on during the week-long summer program. To gain firsthand knowledge of the day to day activities of a non-profit organization such as PSS and identify useful information to include in the handbook, the class will travel to Indianapolis to visit La Plaza, an organization dedicated to serving and empowering the central Indiana Latino community. Specifically, La Plaza will provide the class with information about the Tu Futuro program, which is a program that encourages and supports Latino youth in the pursuit of post-secondary education, much like PSS. Finally, the class will interview past participants of PSS in order to find a handbook that will best meet the needs of future participants. After collecting the necessary information, students will then work on compiling the information into handbooks that will be accessible to future participants. In order to find the design that is most appealing, the class will consult with the principal coordinators of PSS through e-mail and direct meetings. The impact of the class' service will be long-term, since the handbook will be used to recruit students in the future as well as attract potential donors to PSS. Another long-term benefit lies in the fact that the format of the handbook will be saved, allowing the organization to update information such as dates, itineraries, etc. each year without having to completely overhaul the design.

Reflection

Volunteers in this project are writing a weekly journal in which they reflect upon the past week's activities, including any progress or set-backs as well as how they are growing personally. On a group level, class time is set aside to talk about the experiences that volunteers are having as well as brain-storm and offer support to one other. The projects undertaken by the class will be valuable in the students' everyday lives and educational experiences, as the pursuit of diversity is being emphasized at Ball State and many other educational institutions. Spending time on projects that promote diversity will be an invaluable learning experience before entering the job market, as employers commonly devote time and resources to diversifying their pool of employees. The volunteers for this project will be familiar and comfortable working with members of the Latino population by the end of the semester, and this familiarity with a new population will increase both their interpersonal skills and marketability. By the end of the project, students will have compiled a portfolio of their weekly journals, which will be used to reflect upon how each student contributed to his/her project and how they have grown as a result.

Evaluation

By the end of the semester, the community partners of the class will have concrete products that they will be able to use and update in future years, and volunteers will have grown personally as a result of working with an organization that is dedicated to increasing the accessibility of post-secondary education to minority students. In undertaking the projects described above, members of the class are attempting to increase the number of Latino students who enroll in and graduate from college and learn about themselves in the process. The completed portfolio of weekly journals will be a great source of self-evaluation, as students will be able to view and reflect on the evolution of their knowledge on the subject matter, personal thoughts and feelings over the course of the semester, beginning with the first week of class. The final journal entry will include the students' self-evaluations, and the class will share thoughts on the overall experience. Directly measuring the number of Latino students who decide to enroll in a university as a result of the class' projects will be difficult, but the

completion of handbook and their dissemination by PSS will undoubtedly influence Latino high school students who would otherwise lack important information regarding a college education.

References:

Sosa, Lionel. "The Unspoken Reasons for Hispanic Undereducation." *Journal of Hispanic Higher Education*. 1.1 (2002): 88-91.

Mark, Lopez. "Pew Hispanic Center." Pew Hispanic Center Publications. Pew Hispanic Center, 07 10 2009. Web. 2 Feb 2011. <<http://pewhispanic.org/files/reports/115.pdf>>.

Zalaquett, Carlos. "Learning from the Stories of Successful Undergraduate Latina/Latino Students: The Importance of Mentoring." *Mentoring & Tutoring: Partnership in Learning*. 14.3 (2006): 337-353.



Indiana Campus Compact
CSMG Project Budget Form

Student Name: Alexander Schneider

Project Title: Making Higher Education Accessible to Latinos
A Handbook for Project Stepping Stone

1. BUDGETED PROJECT ITEMS:

	COST
Travel for research (to Indianapolis 2 trips x \$51 per trip for mileage)	\$102.00
Supplies for the design of the handbook (binder samples, plastic pockets, dividers...etc.)	\$30.00
Storage and delivery of the handbook (2 flash drives and postage)	\$50.00
Printing of the handbook (150 copies)	\$1200.00
- color cover and hard back (150 x \$ 1.50) => \$225.00	
- content pages (150 x 70-100pages x \$0.05 per page) => \$750.00	
- binding (depending on the thickness 150 x \$ 1.50) => \$225.00	

A. TOTAL PROJECT COST:

1A. \$ 1382.00

2. CASH MATCH:

AMOUNT

Please list all budget items and amounts that will be covered by your institutional cash match.

Honors undergraduate fellowship allowance (for implementation of the project)	\$300.00
from Honors College, Ball State University	
Support from Sponsored Programs Office	\$82.00

B. TOTAL CASH MATCH:

(Must equal at least 25% of the mini-grant request amount)

2B. \$ 382.00

3. MINI-GRANT REQUEST:

AMOUNT

Please list individual budget items and amounts to be covered by mini-grant funds.

Printing of the handbook (150 copies)	\$1000.00
- color cover and hard back (150 x \$ 1.50) => \$225.00	
- content pages (150 x 70-100pages x \$0.05 per page) => \$750.00	
- binding (depending on the thickness 150 x \$ 1.50) => \$225.00	
MINUS support from Cash Match from BSU - \$200.00	

C. TOTAL MINI-GRANT REQUEST AMOUNT:

4D. \$ 1000.00

5. OTHER BUDGET INFORMATION:

Should you be awarded less than the amount requested, will you still be able to implement your project? How will you obtain the remaining funds needed?

Yes. but in that case, we will make fewer copies of the handbook.





February 6, 2011

Dear Indiana Campus Compact Community Service Mini-Grant Committee:

This letter is submitted in support of Alex Schneider's application to implement the handbook project for Project Stepping Stone (PSS). Project Stepping Stone is a one-week college prep summer program (in June) that helps Hispanic high school students successfully prepare for college and beyond. Project Stepping Stone introduces selected students to potential careers and includes visits to several Indiana college campuses and businesses. This program is offered, at no cost to students, by the National Society of Hispanic MBAs (NSHMBA), and partnering sponsors.

The PSS program is run by volunteers who plan and organize the program. The service project being undertaken by students in Dr. Chin-Sook Pak's class will tremendously benefit our Latino student participants for the summer. I ask Indiana Campus Compact to support this important endeavor. Thank you.

Sincerely,

Kathy Cabello

President of NSHMBA Indianapolis

Project Stepping Stone



COLLEGE OF SCIENCES AND HUMANITIES
DEPARTMENT OF MODERN LANGUAGES AND CLASSICS

Muncie, Indiana 47306-0465
Phone: 765-285-1361
Fax: 765-285-5877

February 2, 2011

Dear ICC Student Community Service Mini-Grant Application Evaluation Committee:

With this letter, I would like you to seriously consider supporting Alex Schneider's application to implement the handbook project to support Project Stepping Stone that works with Hispanic youths in their pursuit of higher education.

This spring semester students enrolled in my service-learning honors colloquium 390 are studying the educational realities of underrepresented minority (URM) students (especially that of Latinos in the U.S.) in higher education. In particular, students are partnering with the National Society of Hispanic MBAs (Indiana Chapter) and their Project Stepping Stone program, which provides a college motivation camp each summer to Latino youth in the state. This program has provided important mentoring opportunities to working-class Latino families to make higher education more accessible to them. Last summer, PSS offered a one week camp to 130 Latino high school students (for details of the program, see www.projectsteppingstone.com) and the program continues to grow each year. However, given the lack of any paid staff to support this non profit organization, the program is in constant need of financial and structural support from the community. My students and PSS leaders have identified a joint service project: a creation of the PSS handbook to be used by this summer's participants, volunteers, and potential donors who support the program. The project is completely student-driven: students have devised an implementation strategy to design and compile the necessary components of the curriculum, and make copies of the handbook at the end of the semester. They are now **seeking funding**, working with organizers and past participants of PSS and networking with other non-profit organizations (e.g., La Plaza Inc – the largest Hispanic Center in Indianapolis) to produce a PSS handbook that will enhance the organization and promotion of this important program for Latino community. The ICC Community Service Mini-Grant will be instrumental as students seek the funds needed for the production of such a handbook.

Alex is the main leader of the group of students, and I have no doubt that he and the group will be able to provide a long lasting service to the community. Through the project, students will not only have practical hands-on opportunity to collaborate with community organizations in promoting access to higher education for URM students but also learn some practical management issues of a non profit organization. Should you have any questions, please feel free to contact me at 765-285-1384 or cpak@bsu.edu.

Sincerely,

Chin-Sook Pak, Ph.D
Associate Professor of Spanish



ACADEMIC AFFAIRS
ASSOCIATE PROVOST FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL

Muncie, Indiana 47306-0155
Phone: 765-285-5002-1300
Fax: 765-285-1624-1328

February 17, 2011

Alexander Schneider (student)
Modern Languages and Classics

Dear Alexander:

Congratulations on your recently submitted grant proposal to Indiana Campus Compact. Having submitted grant proposals, I know what personal dedication it takes to nurture a proposal from concept to successful submission, and I would like to personally thank you for your efforts.

Your external funding efforts at Ball State University are much appreciated.

I wish you all the best in the upcoming weeks as you wait for a response. Please let me know if there is any way I or the staff of the Sponsored Programs Office can be of assistance.

Sincerely,

Robert J. Morris
Associate Provost for Research
and Dean of the Graduate School

pc: Chin-Sook Pak
Christopher Luke
Michael Maggiotto

Revised Version

Making Higher Education Accessible to Latinos: A Handbook for Project Stepping Stone

ABSTRACT

During the Spring 2011 semester, the Honors Colloquium class entitled, “La Experiencia Latina” (the Latino experience) will be conducting community action research with the goal of better supporting the Latino student population in higher education. Although the Hispanic population constitutes the largest minority group in the U.S., this group has been consistently underrepresented in higher education. One of the major obstacles that Latino high-school students with college aspirations must overcome is the issue of the “unknown,” including lacking knowledge about the application process, not knowing where to seek financial aid, and not having college-educated Hispanic role models (Sosa, 2002). Many Latino students are no less capable than their non-Hispanic counterparts, but do not pursue a college degree for the above mentioned reasons, thereby dramatically reducing their career options. Throughout the course of this service-learning seminar, students will explore the educational realities of Latino students at the university level and work to promote a climate that embraces diversity. With the goal of increasing the accessibility of higher education to Latino students, the students will work with organizations that serve the Latino community and will create a handbook to promote a valuable college access program: Project Stepping Stone (PSS), which provides a college motivation camp to Latino youth. The handbook will contain the week-long curriculum, activities, and information for potential donors. As a community partner, PSS has identified the creation of a handbook that encompasses the program’s mission and activities as a project that would benefit the organization and its participants. The handbook will be used in June 2011. The members of the service-learning class will work this semester with the guidance and help of the leaders of PSS to implement the project. In order to make a direct impact in the local community, students will also share information about this college access program and scholarship resources with a number of Hispanic families living in Muncie, thereby bridging the gap between the classroom and the community.

NARRATIVE

Community Voice

Although institutions of higher education seek to create an inclusive climate that values diversity, post-secondary education is not accessible to all groups of people. In the case of Latinos, there has been a persistent educational attainment gap (Lopez, 2009). One of the barriers to pursuing higher education among the Latino population is the fact that some Latino students have insufficient knowledge about the college application process and about higher education opportunities (Zalaquett, 2006). Project Stepping Stone (PSS) is a program directed by the Indiana chapter of National Society of Hispanic MBA's (NSHMBA) that consists of a free one-week college prep summer program. PSS addresses the issue of Latino students' unfamiliarity with post-secondary education, and 90% of high school seniors who have attended PSS have gone on to college. Although the benefits of attending the free one-week camp are tremendous, many Latino students are simply unaware that such an opportunity exists, and PSS does not have substantial printed literature with which to advertise the program. In collaboration with the leaders of PSS, students enrolled in an Honors Colloquium (*La experiencia latina*) will create a handbook needed for future participants of PSS. The organization is run principally by volunteers without any steady source of income or paid staff. Consequently, the organization has enthusiastically welcomed this project. The handbook will not only contain the curriculum materials for the participants of PSS but also valuable resources for any Latino students/families seeking access to college. In addition, students in the class will reach out to the local Latino community. Because of its small size, the Latino community in the Muncie area does not have access to organizations that cater to the specific needs of this sector of the population (as is done by La Plaza in Indianapolis and United Hispanic Americans in Fort Wayne, for example.). No Latino high school students from the Muncie area have thus far taken advantage of PSS. The class will hold informational sessions (on college access programs and scholarship resources) in which Hispanic families with children in junior high and high school will be invited to Ball State's campus. These families will be able to have their questions answered directly as well as be exposed first-hand to information about PSS, rather than

having to rely on word-of-mouth or printed literature, neither of which have been successful in reaching Latinos in Muncie. Furthermore, the class plans to share copies of the handbook with guidance counselors at local high schools and highlight the scholarship resources for Latinos (currently, we have contacted two local high schools and are seeking permission to talk to their Latino students). Finally, the class is scheduled to make a presentation at the end of the semester to the staff at the Office of Admissions and to the chief diversity officer at the University to share our findings from our service/research project. The aim of this presentation is to share information that could potentially improve strategies for recruiting Latinos and other under-represented minority students to our campus.

Orientation and training

The class has explored the literature describing the underrepresented student's experience with higher education and has interviewed a successful Latina graduate student during a class visit. As a result, students are well aware of the challenges Latino students face in enrolling in and graduating from college. The class has had meetings with the main coordinators of PSS and with Latino students on campus who have shared their struggles in pursuing higher education and recommendations for better supporting Latino youth. Furthermore, the class attended the 2011 Indiana Latino Leadership Conference in which over 300 Latino students (from both high schools and colleges across the state) gathered to discuss the issues that most affect them. Training and orientation will continue until early April of 2011, at which point the class will compile the handbook, produce the copies, disseminate the product, and hold informational sessions with local Hispanic families.

Meaningful Action

Volunteers in this service project will collect and assemble pertinent documents and data for the week-long summer program. To gain firsthand knowledge of the day to day activities of a non-profit organization such as PSS and identify useful information to include in the handbook, the

class will travel to Indianapolis to collaborate with La Plaza, an organization dedicated to serving and empowering the central Indiana Latino community. Specifically, La Plaza will provide the class with information about the Tu Futuro program (a program that encourages and supports Latino youth in the pursuit of post-secondary education, much like PSS) and input for the scholarship resource component of the handbook.

The class will interview past participants of PSS in order to find a handbook that will best meet the needs of future participants, and students will act as advocates for those past participants, as all who have participated in the program believe that it is of great value yet under-promoted. To address the issue of under-promotion within the local community, students will share the knowledge they have collected concerning PSS and the scholarship resources offered by La Plaza with local Hispanic families who have students in junior high and high school. Historically, no students from Muncie have participated in PSS, and by working directly with the community the class hopes to see a Muncie presence in PSS. After collecting the necessary information, students will then work on compiling the information into handbooks that will be accessible to future participants. In order to find the design that is most appealing, the class will consult with the principal coordinators of PSS through e-mail and direct meetings. The impact of the class' service will be long-term, since the handbook will be used to recruit students in the future as well as attract potential donors to PSS. Another long-term benefit lies in the fact that the format of handbook will be saved, allowing the organization to update information such as dates, itineraries, etc. each year without having to completely overhaul the design.

Reflection

Volunteers in this project are writing a weekly journal in which they reflect upon the past week's activities, including any progress or set-backs as well as how they are growing personally. On a group level, class time is set aside to talk about the experiences that volunteers are having as well as brain-storm and offer support to one other. The projects undertaken by the class will be valuable in the students' everyday lives and educational experiences, as the pursuit of diversity is being

emphasized at Ball State and many other educational institutions. Spending time on projects that promote diversity will be an invaluable learning experience before entering the job market, as employers commonly devote time and resources to diversifying their pool of employees. The volunteers for this project will be familiar and comfortable working with members of the Latino population by the end of the semester, and this familiarity with a new population will increase both their interpersonal skills and marketability. By the end of the project, students will have compiled a portfolio of their weekly journals, which will be used to reflect upon how each student contributed to his/her project and how they have grown as a result.

Evaluation

By the end of the semester, the community partners of the class will have concrete products that they will be able to use and update in future years, and volunteers will have grown personally as a result of working with an organization that is dedicated to increasing the accessibility of post-secondary education to minority students. In undertaking the projects described above, members of the class are attempting to increase the number of Latino students who enroll in and graduate from college and learn about themselves in the process. The completed portfolio of weekly journals will be a great source of self-evaluation, as students will be able to view and reflect on the evolution of their knowledge on the subject matter, personal thoughts and feelings over the course of the semester, beginning with the first week of class. The final journal entry will include the students' self-evaluations, and the class will share thoughts on the overall experience. Directly measuring the number of Latino students who decide to enroll in a university as a result of the class' projects will be difficult, but the completion of handbooks and their dissemination will undoubtedly influence Latino high school students who would otherwise lack important information regarding a college education. A marker of success on the regional level would be the number of Muncie students who take part in PSS this and the following summer, as in the past there has been no Muncie representation in the program.

References:

Sosa, Lionel. "The Unspoken Reasons for Hispanic Undereducation."

Journal of Hispanic Higher Education. 1.1 (2002): 88-91.

Mark, Lopez. "Pew Hispanic Center." Pew Hispanic Center Publications .

Pew Hispanic Center, 07 10 2009. Web. 2 Feb 2011.

<<http://pewhispanic.org/files/reports/115.pdf>>.

Zalaquett, Carlos. "Learning from the Stories of Successful Undergraduate Latina/Latino Students:

The Importance of Mentoring." *Mentoring & Tutoring: Partnership in Learning*. 14.3 (2006):337-

353 .

Indianapolis Foundation Grant Request Detail Form

Please limit The Indianapolis Foundation Grant Request detail to three pages.



Organization Name: National Society of Hispanic MBAs- Project Stepping Stone- Indianapolis Chapter

Application Period: ☒ Spring 2011 ☐ Fall 2011

Program request type (check one): ☒ Program ☐ Operating ☐ Capacity Building

Impact Area (check one): ☐ Basic Needs ☐ Economic Stability ☐ Health & Wellness ☒ Education
☐ Environment ☐ Vitality of Neighborhoods & Communities ☐ Arts & Culture

Grant Request Amount	
A. Total cost of the proposed activities	\$99450
B. Total dollars committed to date	\$?
C. Request to the Foundation	\$15000
D. Request as a percent of total cost (line C/ line A)	15%

1. Briefly describe the proposed request. Project Stepping Stone (PSS) is a week-long summer program that aims to familiarize the Hispanic youth of Indiana with the idea of getting a college degree, and provides them with the tools to do so. PSS concentrates on four key elements: higher education attainment, business acumen, building a support structure, and community leadership. While attending PSS, students meet successful Hispanic professionals who were once in their shoes as uncertain high-schoolers, and these role models provide students with the motivation to break barriers and think independently. Afterwards, the lessons are reinforced with interactive activities on a college campus. Activities include technology training that assists students in creating resumes and presentations, college orientation sessions that reinforce to students and their parents the importance of receiving a college education, and workshops that describe the process of seeking financial aid. The significance of making good decisions is demonstrated through a series of business simulations in which students are partnered with business mentors, and team building exercises are utilized to form bonds of trust and friendship. Students are given time to socialize and network with one another, building a positive support structure composed of driven and like-minded peers. Brain-storming sessions allow participants to focus on their hopes and dreams, and these plans are shared among classmates. Finally, legal council sessions educate students and their parents as to their educational rights.

2. What problem or need does the proposed request address? A startling number of Latino high school students do not have plans to pursue post-secondary education, and those who have such plans are often plagued with self-doubt and uncertainty about the college application and financial aid process. The issue of the "unknown" is further compounded by a lack of successful role models, and many of the students' parents have not attended college. PSS shows Hispanic high school students the importance of receiving a college diploma and gives students the guidance, direction, and encouragement that will propel them on the path towards graduation. At the same time, many universities are seeking ways to better identify strategies to make higher education more accessible to diverse student populations. Thus, PSS addresses the needs of three interconnected sectors: 1. High-caliber Latino high school students needing guidance on the path to college 2. Institutions of higher education striving to better serve underrepresented minority students 3. The need of the Indiana community to develop young leaders to serve the state.

3. Describe who will be impacted by the proposed grant and indicate the number of individuals that will benefit from the proposed grant request. Hispanic students from public and private high schools in the greater Indianapolis area and throughout Indiana attend the program. Beyond the immediate benefit that those 130 students receive, Indiana as a whole benefits each time someone graduates with a college degree and enters the work force as a skilled laborer.

4. Describe the specific outcomes you intend to achieve in the selected impact area and how the outcomes will be measured. The goal of PSS is to provide ambitious Hispanic high school students with the tools and motivation to attend Indiana universities as well as cultivate leadership qualities in the next generation of students who will be serving Indiana. The outcome is measured in the number of PSS participants who apply to college and the number who enroll. University confirmation will be used to verify the numbers.

In the table below, indicate the percentage of individuals who will benefit from the proposed grant request.

Race/Ethnicity	Target Population
Asian/Pacific Islander	%
African American	%
Caucasian	%
Hispanic/Latino	100%
Native American/Alaska Native	%
More than one race	%
Total	100%

Gender	Target Population
Female	62%
Male	38%
Age	
Youth (under 18)	95%
Seniors (55+)	%
Income	
Low Income	100%

Geographic Area of the Target Population

In the section below, provide the specific geographic area you intend to target with the proposed grant request. Please indicate in the expandable cells if you are targeting specific neighborhoods, cities, or townships.

Marion County	29 %
If applicable, list targeted Marion County neighborhoods or townships:	
Hamilton County	%
If applicable, list targeted Hamilton County cities or townships:	
Boone, Hancock, Hendricks, Johnson, Morgan or Shelby Counties	%
Other geographic areas served outside of central Indiana, please specify:	%
	100%

Indianapolis Foundation Grant Request Budget

Please summarize your estimated budget for the **proposed grant request**. In the expandable line items, include a brief narrative description of each line item. Not all budget categories apply to all applicants. The total income amount shown on line 13 must equal the total expense amount shown on line 25.



General operating support applicants: If your grant request is for general operating support, staff will review your board approved annual operating budget attachment submitted with this request. You do not need to complete this form with the exception of the section highlighted in orange indicating specific use of foundation support.

INCOME	Proposed Cash Income	Proposed In-Kind Goods and Services
Provide a brief narrative description for each applicable line item Cells expand to accommodate text		
1. Service Fees and Admissions:	\$	
2. Corporate Contributions/Sponsorship:	\$ 51100	
3. Individual Contributions:	\$	
4. Foundation Support:	\$	
5. Fundraisers and Special Events:	\$	
6. Government Support: State/Federal/Local:	\$	
7. Internal Re-allocation:	\$	
8. Other (Specify):	\$	
9. TOTAL CASH INCOME (Add lines 1-8)	\$	
10. TOTAL IN-KIND GOODS/SERVICES (From Line 24 below)		\$
11. TOTAL INCOME WITHOUT GRANT (Add Lines 9+10)	\$	
12. FOUNDATION GRANT REQUEST	\$	
13. TOTAL INCOME WITH GRANT (Add 11+12) (Line 25 should = Line 13)	\$	

EXPENSES	Proposed Cash Expense	Proposed In-Kind Goods and Services	Specific in-kind budget information support
Provide a brief narrative description for each applicable line item Cells expand to accommodate text			
14. Employee Compensation, Benefits and Taxes:	\$ 5000	\$ 3000	
15. Professional Fees & Contracted labor:	\$	\$	
16. Professional Development:	\$ 1250	\$ 2750	
17. Printing and Publications:	\$	\$	
18. Supplies:	\$	\$	
19. Marketing/Advertising:	\$	\$	
20. Space Rental and Occupancy:	\$	\$	
21. Travel/Transportation:	\$ 4750	\$	
22. Other (Specify): Meals and Snacks	\$ 12100	\$ 6500	
23. TOTAL CASH EXPENSES (Add lines 14-22)	\$		
24. TOTAL IN-KIND GOODS/SERVICES (Add lines 14-22)		\$	
25. TOTAL EXPENSES (Add Lines 23 + 24)	\$		

hh



Hoover Family Foundation

Grant Application Cover Sheet — Indiana

(Click in the gray box and begin typing. The gray will not show when printed.)

Organization	Project Stepping Stone (NSHMBA-National Society of Hispanic MBAs, Indianapolis Chapter)
Contact person	Kathy Cabello
Title	President, NSHMBA-Indianapolis Chapter
Street address (or PO Box number)	NSHMBA Indianapolis Chapter Attn: Project Stepping Stone P.O. Box 1501
City	Indianapolis
State	IN
Zip	46206
Phone number(s)	
Fax number	
Email of contact person	
Date	
Brief description of the proposed grant	
Amount requested	\$10,000
Signature	
Date	

Attachments

- ☐ Proposal narrative (3-7 pages)
- ☐ Recent audited financial statement or IRS 990
- ☐ Proposed grant budget
- ☐ Current year operational budget
- ☐ List of board of directors with affiliation
- ☐ Current 501(c)(3) letter

Please enclose THREE COPIES of the entire completed application including attachments.

This address only for grants requested in Indiana:

Hoover Family Foundation
860 East 86th Street, Suite 5
Indianapolis, IN 46240-1806

Hoover Family Foundation Grant Application Narrative

a. Describe how the proposed program/project will operate.

Project Stepping Stone (PSS) is a week-long summer program that aims to familiarize the Hispanic youth of Indiana with the idea of getting a college degree, and provides them with the tools to do so. PSS concentrates on four key elements: higher education attainment, business acumen, building a support structure, and community leadership. While attending PSS, students meet successful Hispanic professionals who were once in their shoes as uncertain high-schoolers, and these role models provide students with the motivation to break barriers and think independently. Afterwards, the lessons are reinforced with interactive activities on a number of college campuses. Activities include technology training that assists students in creating resumes and presentations, college orientation sessions that reinforce to students and their parents the importance of receiving a college education, and workshops that describe the process of seeking financial aid. The significance of making good decisions is demonstrated through a series of business simulations in which students are partnered with business mentors, and team building exercises are utilized to form bonds of trust and friendship. Students are given time to socialize and network with one another, building a positive support structure composed of driven and like-minded peers. Brain-storming sessions allow participants to focus on their hopes and dreams, and these plans are shared among classmates. Finally, legal counsel sessions educate students and their parents as to their educational rights.

b. What are the basic needs and objectives to be met by this program/project? Include estimates of the number of people to be served.

The Hispanic population has been consistently underrepresented in higher education, and the educational attainment of Hispanic-Americans is not on par with their widening share of the population (Sorensen, 1995; Lopez, 2009). Research has shown that Hispanic students face unique challenges in regards to attending college, and many students that do attend college drop out before finishing a degree ((Becerra, 2010; Fry, 2002). One of the major obstacles that Latino high-school students with college aspirations must overcome is the issue of the "unknown," including lacking knowledge about the application process and not knowing where to seek financial aid (Sosa, 2002). The issue of the "unknown" is further compounded by a lack of successful role models, and many Latino high school students' parents have not attended college (Ceja, 2004; González 2003; Tornatzky, 2002; Gándara, 1995), especially when compared to the degree of parents' education among other students at the undergraduate level (Santiago et. al 2005). PSS demonstrates to Hispanic high school students the importance of receiving a college diploma and gives those students the guidance, direction, and encouragement that will propel them on the path towards graduation.

On the other side of the education equation lie the universities themselves. Institutions of higher education are seeking to create an inclusive climate that values diversity, as a diverse student body is valuable for all students, not only those in the minority (Gurin, 2003; Antonio, 2004). Given that the Latino population is currently the largest minority group in the US, universities are actively seeking to recruit Hispanic high school students.

Thus, PSS addresses the needs of two interconnected sectors: 1. High-caliber Latino high school students needing guidance on the path to college 2. Institutions of higher education striving to better serve underrepresented minority students. Over 100 high school students will attend the 2012 session of Project Stepping Stone.

c. How does this project foster self-sufficiency for your participants?

PSS fosters self-sufficiency in its participants on multiple levels. First, PSS greatly increases the odds that Indiana Hispanic high-school students will enroll in Indiana universities and eventually graduate with four-year degrees. Post-secondary education is essential to having a strong career in today's job market, and having at least a college degree is a requirement for almost any well-paying job. In fact, four-year graduates have been found to make almost twice as much as non-college graduates, are more likely to be employed than non-college graduates, and when unemployed are more likely to find new jobs faster (Williams, 2005). Research has shown that even two-year degree holders are more likely to enjoy a higher quality of life than those who have only a high school diploma (Williams, 2005). As a result of maintaining steady and well-paying employment, college graduates typically enjoy better employee benefits, health care and better work conditions than those with only high school degrees (Williams, 2005; Smeeding, 1983). The financial gains conferred upon PSS participants who receive degrees can be seen as private benefits for the individual and certainly aid in a person becoming self-sufficient, as people with well-paying jobs are not likely to seek out government aid such as Temporary Assistance for Needy Families (TANF.) The fact that college degree holders are less likely to receive federal assistance is a positive, but better educated citizens do more than simply not require federal help; they also actively contribute to society. These contributions can be viewed as public benefits and include increased tax revenues, increased consumption, and greater productivity (IHEP 1998). Thus, a Hispanic student who obtains a college degree receives individual benefits that allow him/her to become self-sufficient and therefore less likely to rely on government assistance, and also provides an economic return to society in the form of increased consumption, increased tax revenues, and higher productivity. Students who may have discontinued their education after high school and entered the work force as unskilled laborers receive guidance and motivation that propels them to post-secondary education. Furthermore, students are not only motivated to attend college but also shown how to network and seek resources both on campus and in the job market. In turn, the students' quality of life and earning power will increase.

d. How does this proposed grant meet the foundations funding priorities?

Project Stepping Stone meets the priorities of the Hoover Family Foundation at multiple levels. First, as outlined above, PSS is an integral first step in the development of self-sufficient students who will go on to become strong leaders in the Indianapolis community. Second, in serving the Latino student population, PSS is improving the educational opportunities of a community that has historically been underserved and poverty-stricken. Third, given that 90% of participating high school students have gone on to college, PSS effectively provides a social service in the area of education accessibility.

e. What measurable results/outcomes do you expect to report to the Hoover Family Foundation, and how will these results be measured? Be specific.

The goal of PSS is to provide ambitious Hispanic high school students with the tools and motivation to attend Indiana universities as well as cultivate leadership in the next generation of students who will be serving Indiana. The primary method of verifying the outcomes of PSS is through tracking the percentage of students who enroll in a college or university. Longitudinally, the percentage of students who receive their degrees will be tracked as well. University confirmation will be used to verify the percentage of students who enroll as well as the percentage who graduate. Thus PSS will provide to the Hoover Family Foundation the percentage of students that have enrolled in college with University confirmation (proof of enrollment) as official verification.

f. Why is your organization the appropriate group to meet these needs and deliver these services? Include discussion of the organization's mission, history, staff strengths, etc.

NSHMBA's mission is to "foster Hispanic leadership through graduate management education and professional development in order to improve society." The Indianapolis chapter of NSHMBA recognized that obtaining a four-year degree is necessary before beginning professional development, and with that in mind that PSS was founded after a request from Commissioner Stan Jones of the Indiana Commission of Higher Education in early 2000. Operating out of Indianapolis and serving primarily Latino residents of Central Indiana, the organization's goal is to help Indiana Hispanic youth see the value of post-secondary education and graduate from college. As mentioned earlier, one of the challenges facing Latino high-school students with college aspirations is a lack of examples of individuals within the Hispanic community that have become successful after pursuing higher education. PSS is directed by Hispanic businesspeople that have been successful in both their educational and career pursuits and understand the challenges that Latino students face, because they themselves once faced those same challenges. Thus, the dream that seems out of reach is shown to be attainable during PSS, and students realize that they can achieve their goals. Students will meet and spend time with Hispanic professionals that once were in their shoes and have turned their dreams into reality, and those examples are of the utmost value. PSS mentors and instructors include employees of Eli Lilly and Company, NSHMBA members, and executives from marketing firms based in Indianapolis. The strength of PSS' staff stems from the fact that they are not only accomplished businesspeople but are also culturally competent, and this combination has led to PSS attaining great success, as 90% of high school seniors who have attended the program have entered college.

Students that have completed PSS initiate a domino effect that has a lasting impact, because they in turn inspire and encourage other students in the community, and some go on to present to principals and school boards. In order to maintain continuity, past participant are encouraged to return to the program to mentor new PSS students, and many do so year after year. Project Stepping Stone aims to have over 100 Hispanic high school junior and senior participants each year, and this number is projected to increase based on high demand and need.

- g. **How will this effort be sustained when the Hoover Family Foundation funding ceases?**
Once funding from the Hoover Family Foundation ceases, PSS will be sustained through corporate sponsorship within the Indianapolis community. Currently, PSS has several businesses and educational institutions that provide dollars or in-kind donations to help the organization cover student expenses, which total approximately \$500 per student. The Indianapolis chapter of NSHMBA will seek funding from a greater number of corporate sponsors as well as in-kind donations from educational institutions such as IUPUI.
- h. **What other funders are involved in the support of this effort?**
Corporate sponsors of PSS include The Lilly Foundation, The Huntington Bank, and State Farm Insurance. Companies that contribute in-kind donations of food include Papa John's and The Kroger Co., while educational institutions such as IUPUI and Ball State University donate pens, folders, etc. Those universities also provide lodging at no cost to students. The law firm of Broyles, Kight, and Ricafort has provided legal counsel at no charge. Examples of grant-awarding entities that have provided monetary funding include the Central Indiana Community Foundation and the Summer Youth Program Fund.

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Computer Store
Address
Indianapolis, IN ZIP CODE

DATE

Dear PERSON,

I am writing to ask your support for **Project Stepping Stone** (PSS), a summer bridge program for Indiana Latino high school juniors and seniors. The Hispanic population now constitutes the largest minority group in the U.S., however, the educational attainment of Hispanic-Americans is not on par with their increasing share of the population. To increase the number of Indiana Hispanic college students, the National Society of Hispanic MBAs (NSHMBA) sponsors **Project Stepping Stone** at no cost to the students.

During the week, students are given the tools and motivation to succeed in college and beyond. Many of our participants do not have home computer access, and this lack further complicates what is a difficult application process for our students.

We need your help! Your in-kind donation of laptops will serve as a prize and motivating factor for outstanding participants, many of whom do not have functional laptops to take to college.

To show our appreciation for and highlight your contribution, we will include your company's name on our webpage of corporate sponsors, as well as formally recognize your contribution at the time the laptops are distributed.

Thank you for your consideration.

Kathy Cabello

NSHMBA Indianapolis Chapter
Attn: Project Stepping Stone
P.O. Box 1501
Indianapolis, IN 46206-1501
317-428-4555

Alex Schneider
HONRS 390G-Dra. Pak
1/18/10- Diario #1

La semana pasada tuvimos las primeras dos clases de HONRS 390G. Creo que las clases pasaron sin problemas grandes, y espero trabajar con mis compañeros. Me parece que cada persona está listo para trabajar y contribuir sus talentos a los proyectos, y me sorprendió el hecho de que la clase básicamente se dividió nítidamente en los 3 grupos según sus preferencias. En cuanto al programa de la gramática y el uso de español, creo que tienes una buena idea en concentrarse en las áreas que suelen ser más problemáticas, como los pronombres en “gustar, molestar,” etc. En nuestra clase el español obviamente es importante, pero no tenemos tiempo para repasar cada aspecto de la gramática, y por lo tanto es mejor enfocarnos en lo más problemático como hemos hecho. Un punto de información de la lectura que aprendí por la primera vez vino de los estadísticos que recibimos. La tasa del uso de computadoras para latinos está a casi un cuarto más bajo de los blancos, y ciertamente la falta de acceso a computadoras juega un papel en la falta de información y conocimiento de educación superior que caracteriza los latinos. El proyecto que me interesa es el numero 1, porque ya tengo amigos latinos y palanca con el Latino Student Union aquí.

El artículo que leí viene de “La Opinión” y trata del sistema de inmigración en los EE.UU. Lo escogí porque en el artículo entrevistó a la cabeza del Servicio de Inmigración (USCIS), Alejandro Mayorkas. Un punto interesante que aprendí es que la el Sr. Mayorkas vino de Cuba de niño y por lo tanto comprende bien la situación de un inmigrante latino. Me impresionó que el director hizo un giro del país para informarse sobre el estado de su departamento, pero no me sorprende que escuchó quejas. Otro punto que aprendí fue que no el USCIS no recibe prácticamente ningún fondo del gobierno, mientras ICE constantemente recibe dinero para luchar contra la inmigración y deportar a los inmigrantes ilegales. Vi también que los

republicanos usaron un memo del Sr. Mayorkas para propósitos políticos y eso me frustró. En cuanto a palabras nuevas, había muchas. Una de las más interesantes fue “variopinto” que significa “mixed/miscellaneous.” Otra fue “engoroso” que significa “tricky/complicated.”

Alex Schneider
HONRS 390G-Dra. Pak
Diario #2- 1/17 a 1/21

Esta semana en la clase tuvimos el placer de recibir una visita de Cecilia Macías, una estudiante Latina que está consiguiendo su maestría en la escuela de posgrado en la Universidad de Ball State. En la clase antes de su visita, discutimos un artículo que investigó la influencia positiva que los mentores tienen en la vida de estudiantes latinos, y creo que los temas que sugirieron en nuestra discusión del artículo encajaron bien con la historia de Cecilia, así como la información que habíamos leído en artículos anteriores.

Cecilia nos reveló que de cientos de personas que graduaron de su colegio, solo un porcentaje mínimo logró asistir a universidades, y de esas personas, aún menos lograron graduarse con un título. Sus desafíos en asistir a la universidad, incluyendo la falta de recursos en su colegio, la falta de información sobre el proceso de solicitar ayuda financiera, y hasta el miedo y desconocimiento de sus padres son temas que aparecieron en nuestras lecturas. Mis compañeros vieron las semejanzas entre la historia de Cecilia y los datos de los artículos, y creo que las ideas sugeridas en los artículos fueron reafirmadas al ver y escuchar a una persona que ha realizado esas experiencias. Leer sobre una idea es totalmente diferente a estar personalmente en contacto con la idea, y en Cecilia la clase pudo ver un ejemplo de no solo las dificultades que estudiantes pobres y minorías sino también un ejemplo del éxito que pueden lograr con ayuda. El hecho de que Cecilia necesitó ayuda extra para escribir ensayos de calidad demuestra que muchas veces los estudiantes de minoría llegan a la universidad sin haber tenido una buena educación, y eso reafirma la necesidad de implementar programas dirigidos a esos estudiantes. Además, algo que me parece interesante del artículo “Importance of Mentoring” es que la mayoría de los estudiantes entrevistados que participaron en programas de mentoring lo hicieron


informalmente, y Cecilia hizo lo mismo con sus mentores. Me tengo que preguntar, ¿si los mentores informales confieren tanto éxito, no sería aún mejor implementar programas formales?

En cuanto a mi tesis, tuvimos algunos momentos nerviosos esta semana, porque el liderazgo de PSS fue puesto en duda, y por lo que sepamos, nuestro contacto y amigo en PSS fue despedido. La situación fue tensa para mí y delicada para Dra. Pak porque Mr. Stephen Ramos no es solo un contacto sino un amigo también, y yo con el poco tiempo que pasé con él pude ver que está dedicado a abrirles las puertas a una educación avanzada a estudiantes Latinos. Me di cuenta de que hasta en las organizaciones sin ánimos de lucro va a haber dificultades y tensiones, especialmente cuando los líderes vienen de la esfera corporativa y no están de acuerdo.

El artículo de la prensa que leí para este diario viene de “La Opinión” y trata el cáncer cervical y su incidencia entre la población latina. Lo escogí porque es particularmente apropiado para mi carrera, no solo porque quiero ser un médico sino también porque quisiera trabajar lo más posible con latinos. El artículo revela que el índice de incidencia de cáncer cervical en las latinas es de 12% mientras que en la población general es 8%, y esa estadística me sorprendió. No es sorprendente que algunas razones detrás de esa índice más alta son la falta de tener seguro médico y el hábito de no buscar tratamiento hasta estar muy enfermo. Aprendí que el cáncer cervical, a pesar de ser detectable, es la causa número uno de muerte de cáncer en las mujeres al nivel nacional e internacional. Una palabra que aprendí fue “condado,” que significa “county”. Otra fue “alentador,” que significa “encouraging,” y creo que esa palabra me puede ser útil en mi carrera sirviendo a pacientes latinos.

Alex Schneider
HONRS 390G- Dra. Pak
Diario #3- 1/24 a 1/29



La semana pasada tuvimos dos visitas, una de las cabezas de Project Stepping Stone (PSS), Andrés Reiner y Kathy Cabello, y la otra de la coordinadora principal del programa de Summer Scholars, Crystal Davis. Andrés y Kathy fueron muy impresionantes, y particularmente me impresionó que Kathy hablara español tan ^{bien} bueno sin haber tenido una educación formal. Sé que su español y manera de hablar fue más comprensible para mis compañeros que lo de Andrés, quien no sólo habló rápidamente sino también tuvo la tendencia de murmurar. 

Se pudo ver que los dos son profesionales y bien educados, y los dos eran elocuentes. Otra vez, creo que la clase no hizo muchas preguntas porque no querían hablar en español en voz alta, pero la información más importante fue transmitida: La clase tiene interés en ayudar a PSS a crear un folleto informativo que describirá la misión y las actividades de la organización, y los beneficios que los participantes reciben. ✓

Después de hablar con el Sr. Stephen Ramos antes del comienzo de este semestre, me quedé con la impresión de que PSS no tenía mucha organización, pero Kathy y Andrés me convencieron de que PSS sí tiene una buena infraestructura, y me parece raro que Sr. Ramos no nos hubiera mencionado que habían internos trabajando para la organización. En cuanto a mi proyecto de identificar subvenciones apropiadas para el grupo sin fines de lucro y solicitar una, también parecieron abiertos al proyecto, y la idea de solicitar bienes, como portátiles, en vez de simplemente dinero, me interesó mucho. Aunque la semana de PSS en sí vale la pena hacerlo, muchas veces los jóvenes por una razón u otra no valoran las oportunidades que se presentan, y poder ofrecer portátiles nuevos como premios atraería a más estudiantes. La hoja que me dio Kathy como ejemplo de cómo solicitar bienes me va a ser útil, porque expone la forma en que se

*Excelente
observación*

solicita: Primero hay que explicar el asunto que la organización aborda, segundo hay que describir la manera en que lo hace y los objetivos de la organización, y finalmente se solicita y explica la manera en que la donación será utilizada para ayudar a la organización y los beneficios que el donador recibirá. Seguiré esta forma si puedo hacer una solicitud de ese tipo como parte de mi proyecto. ✓

También esta semana los miembros de mi grupo nos reunimos por la primera vez para discutir el proyecto, identificar metas, y asignar los primeros deberes. Compilando las preguntas de nuestra clase, me di cuenta de que Edilia siempre elabora preguntas muy buenas e intuitivas, y por eso le pedí que trabajara formulando las preguntas de entrevista. Tyler dijo que quería trabajar investigando las estadísticas en cuanto a la matrícula latina en BSU y específicamente en el Honors College, y ya que Amberly tiene una especialidad de TCOM va a trabajar en compilar la información que obten^{dremos}gamos de una manera creativa, y Kelly va a trabajar en las entrevistas propias. ✓

El artículo que leí para esta semana trata el coste de deportar gente de los EE.UU, y revela que el año pasado se registraron un número record de 339 mil inmigrantes deportados, lo que le costó cinco mil millones de dólares al gobierno. Esa cifra es increíble, y el artículo sigue revelando que cada deportación cuesta doce mil quinientos dólares. No sé cuál es la solución a este problema, pero no creo que se pueda solucionarlo simplemente deportando a cantidades grandes de gente. Una nueva frase que aprendí en el artículo fue "a capa y espada," lo que significa "tooth and nail," cuando se habla de defender una cosa. Es una frase emotiva que capta bien el sentido de defender algo a todo precio. Otra palabra nueva fue "estorbar" que en el sentido del artículo significa "disturb" o "incomodar." ✓

Excelente

Alex Schneider
HONRS 390G- Dr. Pak
Diario # 4

El martes (1 de febrero), la directora del Centro Multicultural de BSU y el programa de Excel vino a la clase para discutir Excel con nosotros y contestar las preguntas de la clase. Igualmente a la visita de Crystal Davis, Patricia nos reveló que ella misma tenía un mentor en el MC que le ayudaba y apoyaba a graduarse. La experiencia que tuvo en el MC debería haber sido muy buena, porque la dejó con la pasión de volver al MC para dar el mismo apoyo a los estudiantes que recibió, y su entusiasmo es impresionante.

Una de las cifras que explicó que fue más revelador tuvo que ver con la calificación media (GPA) de los participantes del programa del año pasado después del primer semestre: Casi la mitad de 26 participantes tuvieron un promedio bajo 2.0. Aunque esa cifra es preocupante, creo que lo que pasó después de la salida de las notas da un poco de esperanza, porque después de que Patricia y su personal hablaron con esos estudiantes, solo seis estudiantes siguieron teniendo un promedio bajo 2.0. La mejora en sus notas después de hablar con Patricia muestra que los estudiantes necesitaron atención personal aún después de participar en Excel para entender las consecuencias de sus malas notas y arreglar sus hábitos. Me imagino que muchos de los mentores y estudiantes siguen en contacto después de que termina Excel en el verano, pero pienso que será muy útil tener un programa oficial que seguirá a lo largo del primer año, como uno de tutoring como sugirió Patricia.

La cuestión de dinero, como siempre, surgió durante su discusión, y un punto acertado que Amberly dijo cuándo estábamos en grupo fue que la mayoría de los programas de Summer Bridge cuestan mucho más que el \$35 de Excel, pero esos programas reciben más participantes. A lo mejor, la razón para la falta de participación en Excel tiene que ver con la fecha, como ha indicado Patricia, porque los padres de las estudiantes minorías muchas veces no pueden tomar

tiempo en el medio de verano para hacer el viaje dos veces a BSU para dejar y recoger a sus hijos. Por eso, estoy seguro de que la cifra de participación aumentará si cambian la fecha para la semana antes del comienzo de clases.

Esta semana terminé con el Community Service Mini Grant, y con la ayuda de ti, Dra. Pak, y otras oficinas en campus, la solicitud está lista. Tengo esperanzas de recibir por lo menos algunos fondos. Creo que la carta de Kathy Cabellos llama la atención a los beneficios de hacer el proyecto descrito en la subvención y la necesidad de PSS, ya que es la presidenta de la organización. Busqué información sobre una de las subvenciones que ella mencionó, CICF, y me parece una gran oportunidad. Esta semana voy a hacerles algunas preguntas a las personas encargadas de CICF para ver si PSS será apropiada para recibir fondos, aunque no los recibiría hasta el año que viene. Lo bien del CSMG es que si nos los dan, recibiremos el dinero para este año, y consecuentemente podríamos ver los resultados pronto.

El artículo que leí para esta semana tuvo que ver con una escuela de Charter que se ha hecho exitosa en la ciudad de Chicago. Estas escuelas están diseñadas específicamente para preparar estudiantes bilingües con interés en carreras en las esferas de la salud o las ciencias, y por eso lo escogí. Además, la escuela cuenta con socios comerciales que están involucrados en la comunidad latina, como el Instituto del Progreso Latino, y la National Council de La Raza. Los estudiantes en la clase toman 32 cursos, mientras el estándar del estado es 28 cursos, y también los estudiantes tienen dos mentores, un profesional y un estudiante de la universidad, durante sus cuatro años de estudio. Habiendo visto la falta de latinos en las esferas de la salud y las ciencias, me parece muy bien que hayan empezado una escuela de este tipo, y aún mejor que los estudiantes reciben mentores y tutorías. La única cosa que me preocupa es esto: Aunque soy afán de las ciencias, sé que muchos estudiantes no quieren ganarse la vida en las ciencias o la salud, y

espero que no obliguen a esos estudiantes a seguir carreras que no quieren. Una frase nueva que vi en el artículo que vi es “De esa fecha hasta hoy,” y me fue interesante porque yo hubiera dicho “Desde entonces hasta hoy,” pero supongo que significan lo mismo.

Alex Schneider
HONRS 390G: Dra. Pak
Diario # 5: 2/7 a 2/11

La semana pasada, la clase trabajó en grupos durante la mayoría de una clase, y la otra clase consistió en una visita a La Plaza, una organización sin ánimo de lucro que ofrece una gran multitud de servicios a la población latina de centro Indiana. El trabajo de los grupos está en marcha, y me parece que los grupos están haciendo progresos. El proyecto que trata el mejoramiento de la promoción y la involucración de estudiantes latinos en los programas de Excel y Summer Scholars tuvo una cita con algunos funcionarios de la oficina de ingresos de BSU, y pude asistir a la cita para apoyarlos y también ofrecer información sobre el proyecto de mi grupo.

Al principio de la visita, me pareció que los representantes de la oficina de ingresos no tenían mucho interés, pero todos eran muy amables. Después de que vieron el borrador de un posible sitio de web que describiría Summer Scholars, creo que su interés aumentó, y me sorprendió que Chris Munchel dijera que quisiera tener un sitio centro para todos los programas de diversidad de BSU para mejorar el acceso a la información sobre esos programas. Su comentario muestra que, por lo menos al parecer, le interesa aumentar el nivel de promoción e información que trata los programas de diversidad aquí en BSU. También, nos dejó con la esperanza de que se pudiera imprimir algunos folletos informativos sobre Summer Scholars y Excel para el congreso del 26, pero si eso va a pasar debería hablar en los próximos días con los dirigentes para formular un plan y ponerlo en marcha.

Además de tener éxito con el plan de la clase, creo que la experiencia fue buena para mis compañeras que vinieron a la reunión. Los funcionarios que estaban trabajando en altas oficinas en

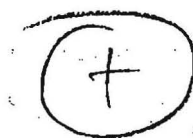
BSU, y codearse con la gente en poder cuando uno no está acostumbrado a hablar con ese tipo de gente siempre es una buena experiencia educativa en cómo actuar en un entorno formal.

Creo que el viaje a La Plaza fue un éxito también, y es un ejemplo de las experiencias de inmersión que caracterizan esta clase, ya que en las demás clases los estudiantes normalmente no hacen ningún tipo de viaje sino quedan en las aulas tomando apuntes. Para nuestras metas, simplemente tomar apuntes o visitar el sitio web de La Plaza no es suficiente para obtener un sentido real de la pasión de los trabajadores de La Plaza o para comprender los desafíos que enfrenta la organización. Todas las personas que nos recibieron en La Plaza fueron muy amables, y fue un gusto ver a Linda trabajando con la comunidad latina toda, porque muestra que los estudiantes latinos que se gradúan de BSU pueden hacer una transición del aula a la comunidad. Algo que me hubiera gustado hacer es hablar con un empleado varón, especialmente uno de los hombres que trabaja en el programa de Father/Son.

La semana pasada identifiqué una subvención que parece apropiada para PSS y NSHMBA. Es de la CICF (Central Indiana Community Foundation), y en particular la Fundación de Indianapolis ofrecería el dinero. Cuando estábamos en La Plaza, Jasmine Roberts dijo que ellos también solicitan dinero de la CICF, y me di cuenta de que probablemente muchas organizaciones solicitan dinero de las mismas fundaciones cada año. Con la economía de hoy, va a ser más difícil otorgar dinero, y es una lástima que organizaciones que tienen las mismas metas y trabajan con las mismas poblaciones tengan que competir para recibir ayuda financiera. La solicitud para CICF no costaría tanto tiempo si no fuera por la necesidad de tener información detallada sobre el presupuesto de PSS. Me imagino que si PSS tuviera un empleado asalariado, arreglar el presupuesto no sería un problema. Pero dado que las personas encargadas de PSS ya tienen otros puestos, les cuesta mucho hacer trabajo fuera de sus propios puestos.

El artículo que leí para hoy tiene que ver con el consumo de drogas ilícitas entre niños mexicanos, particularmente los niños que viven en Ciudad Juárez. Ciudad Juárez es una de las ciudades más peligrosas en el mundo, y los niños que viven allí están expuestos a un nivel de pobreza y violencia inconcebible. La falta de esperanza para un mejor futuro y la pobreza han llevado a que niños de tan solo ocho años están empezando a consumir drogas como la cocaína y las anfetaminas. Ese dato es espeluznante, y es parte del ciclo horrible que se vive en México hoy en día. Los narcotráficos son la causa de la violencia y la pobreza, y la pobreza y violencia hacen que personas consuman sus productos. Así los narcotráficos se hacen más poderosos y la situación se empeora mucho. Una frase que aprendí en este artículo es “al alza” que significa “on the rise,” y fue utilizado para describir la tasa de consumo entre los jóvenes. Otra palabra fue “enmienda” que significa “amendment” o “addition.”

Alex Schneider
SP 335- Dra. Pak
Diario #6 2/14 a 2/18



La semana pasada en clase hicimos principalmente trabajo entre los grupos, y practicamos un poco el español. Me parece que los grupos ^{van} están yendo bien, y si algunos estudiantes están preocupados por lo menos no se nota en clase, aunque puede ser que lo mencionen en sus diarios.

La partida de Crystal Davis de Ball State nos tomó a todos ~~de~~ sorpresa, y creo que todos nos preguntamos qué le habrá cambiado para que se marchara de BSU. Cuando vino a la clase, pareció ^{estar} ser frustrada con la falta de sinceridad de la administración en cuanto a los programas para estudiantes diversos, pero no pensé que estaba a punto de marcharse, especialmente porque preguntó si algunos estudiantes querían hacer aprendizajes con ella durante el verano en Summer Scholars. Es triste para la oficina de ingresos y más que todo es triste para los estudiantes minoritarios que sueñan con asistir a Ball State, porque ella fue la principal coordinadora de Summer Scholars. Como dijo ella misma, tiene varias listas de verificación y conoce el programa como la palma de su mano hasta el punto que pudiera coordinarlo desde su casa, pero probablemente no hay otro trabajador que lo conozca así. La pasión y trabajo de Crystal fue la fuerza motora detrás de Summer Scholars, y sin ella no estoy seguro de que el programa ^{seguirá} seguirá, especialmente cuando Charles Haynes no ha respondido a ningún mensaje preguntando acerca del asunto.

La partida de Crystal va a afectar al grupo dos, ya que estaban trabajando con ella estrechamente para promover mejor Summer Scholars con folletos y un sitio web. Ella tomó el tiempo para juntarse con Lauren y aconsejarla ^{al} en cuanto ~~al~~ diseño del sitio y el

lenguaje, y no creo que haya nadie en la oficina de ingresos que ^{tiene} ~~tomaría~~ ese tiempo con un estudiante. Chris Munchel y Beth Terrell parecieron interesados, pero no pueden tomar tiempo como Crystal para ayudar al group dos personalmente, y si el programa no va a ocurrir este verano es probable que su nivel de interés ^{baje} ~~bajara~~.

El viernes pasado ^{les} ~~enviamos~~ a Kathy Cabello y Andrés una copia de lo que escribimos para la subvención de CICF, y estoy esperando su respuesta. La fecha límite ^{es} en seis días, y en este momento no tengo muchas esperanzas de entregar la subvención a tiempo. Me siento un poco mal porque me parece una buena oportunidad para PSS, pero sin su información financiera realmente no puedo hacer más que escribir las narrativas y esperarlos. Ahora me doy cuenta de las dificultades que enfrentan organizaciones sin fines de lucro, especialmente los que no tienen empleados salarios sino una red de voluntarios. Las empresas en el sector privado mantienen sus presupuestos al día, pero PSS que es una muy buena organización, no tiene su presupuesto listo y estamos en medio del año.

El artículo que leí para hoy trató ^{de} ~~de~~ la controversia generada por una ley antiinmigrante que fue probado ^{en} ~~en~~ Nebraska en 2010. La ley exige que las empresas verifiquen la situación migratoria de potenciales empleados y que dueños de casas de alquiler hagan lo mismo. Como resultado de tanta controversia, cinco altos funcionarios de la ciudad de Fremont, Nebraska, se han retirado, y ayer se marchó el quinto. Este artículo me interesó porque no recuerdo haber notado nada de esta ley, y también porque pone énfasis en el nivel de trabajadores ilegales en Nebraska. Cuando uno piensa en trabajadores ilegales, normalmente piensa en las itinerantes cosechadoras de Florida o California y no en Nebraska, pero el artículo muestra que también hay muchos ilegales en

Nebraska. Aunque simpatizo con los trabajadores, muchas veces son muy mal tratados en sus trabajos, y hasta cierto punto esta ley los protege de ese maltrato. Pero sé que la mayoría preferían ser pagados y maltratados en vez de no recibir ~~pa~~ sueldo, y esa situación es difícil de desenredar. Una palabra que aprendí en el artículo fue concejo, que significa "city council," y otra es "concejal," que significa "city councilor." Otra fue, "desempeñarse," usado en el sentido de hacer un trabajo, y significa "carry out a job/function."

Ben

Alex Schneider
HONRS 296- Dra. Pak
Diario #7 3/1 a 3/5

Esta semana en clase, tuvimos una visita de John Broyles, un abogado de inmigración que trabaja en Indianapolis, y la mayoría de la clase asistió a una conferencia de estudiantes latinos de todos grados en Indiana que tuvo lugar en nuestro centro estudiantil.

Creo que la conferencia fue un gran éxito y estoy orgulloso del arduo trabajo que realizaron mis compañeros de Ball State juntos con estudiantes de IU y IUPUI. En años pasados cuando la idea de tener la conferencia aquí surgía, siempre escuchábamos que no la podía hacer por alguna razón u otra. Cuando finalmente decidieron acoger el evento aquí una de las funcionarias de Student Life muy involucradas con LSU, se fue y en su lugar vino una persona para realizar su primer año en BSU, y todos nos pusimos nerviosos. Pero los comités trabajaron duros y particularmente mi compañera Alejandra se esforzó muchísimo para que la conferencia pasara bien. Este evento no fue un éxito solo para BSU sino también para cada persona que participó, porque en estas conferencias todo el mundo aprende algo: Los que no conocían el mundo de estudiantes latinos de Indiana se dan cuenta de sus desafíos y metas, y los que ya están involucrados en la comunidad latina hacen nuevos contactos y aprenden de los más recientes planes y movimientos en la comunidad.

La visita y charla de John Broyles fue muy interesante y revelador. Nos dio una perspectiva muy personal del mundo de inmigración que no habíamos tenido antes. También la manera en que presentó información sobre el proceso de conseguir visas y los requisitos que se necesita cumplir antes de conseguir una llamó mi atención y la de mis compañeros también. Me pareció interesante que muchos desprecian sus opiniones ya que se gana la vida trabajando por inmigrantes ilegales, porque la policía se beneficia del crimen y nadie les desprecia por esa

razón, aunque las situaciones son similares. Lo más interesante para mí es que Sr. Broyles es un amigo del senador Delph, el patrón de SB 590. Me encantaría escuchar una conversación entre esos dos hombres ya que tienen opiniones enteramente diferentes en cuanto a cómo se debe tratar a inmigrantes indocumentados. Lo que sé es que los dos quieren arreglar el sistema pero sus maneras de hacerlo son diferentes.

En cuanto a mi tesis, la semana pasada enviamos a Kathy Cabello un borrador de la subvención de CICF con la narrativa que escribí y arreglé con la ayuda de Dra. Pak, pero la fecha límite pasó y nunca recibimos una respuesta de PSS. Es un poco decepcionante, pero me hizo dar cuenta de que las personas encargadas de PSS llevan vidas muy ocupadas con poco tiempo para atender a los asuntos de PSS. Por lo menos tendrán la narrativa y a lo mejor el próximo año tendrán todo listo a tiempo. Otra noticia decepcionante fue el mensaje de Indiana Campus Compact (ICC), y esta vez no fue decepcionante solo para mí sino para la clase también. Me parece que los trabajadores de ICC tienen una idea limitada de lo que es “direct service,” pero lo puedo entender hasta cierto punto. Si ellos solo pueden ofrecer fondos para proyectos de trabajo manual o trabajo compuesto de citas individuales pues tienen razón. Pero si han dado fondos para proyectos similares en años pasados y están interesados en desarrollar más talentos en participantes, estarían equivocados.

El artículo que leí para hoy trata la retórica migratoria que ha salido del Congreso estadounidense en los últimos días. Ayer en el Congreso algunos legisladores analizaron como trabajadores indocumentados afectan a trabajadores de otros grupos minoritarios en el país. Su conclusión fue que los indocumentados hacen víctimas de minorías estadounidenses, ya que toman puestos y reducen los sueldos de trabajos de mano de obra. Me gustó que legisladores minoritarios se negaran a entrar en el injuriado, y clamaran por otras perspectivas. Una palabra

que aprendí fue “bancada” que significa “delegation” y en el artículo fue utilizada para referir a los legisladores minoritarios. Otra palabra fue “implicar” que significa “entail.” Hubiera pensado que “implicar” significaría “imply” y es interesante que signifique “entail.”

Alex Schneider
HONRS 390G- Dra. Pak
Diario # 9: 3/29 a 4/1

La semana pasada y esta semana la clase trabajó principalmente en los proyectos de cada grupo, y los grupos demostraron los resultados preliminares de sus proyectos. El trabajo que ha hecho cada grupo será utilizado o para la presentación a la oficina de admisión o para el beneficio de PSS en el caso del grupo tres.

Hablando del grupo tres, me quedé bien impresionado al ver el trabajo que hicieron ellos, porque el manual que han compilado hasta ahora es refinado y se ve muy profesional. Es obvio que Sarah y los miembros de su grupo saben cómo diseñar y que hicieron un muy buen trabajo. El manual definitivamente será útil para PSS, y aunque Kathy no responde mucho a los intentos de comunicar que hacemos, a fin de cuentas han hecho un gran servicio para la organización y los estudiantes latinos que reciben tremendos beneficios al participar en PSS.

Cuando vimos el sitio web de la división de NSHMBA en Indianapolis y leímos las biografías cortas de algunos de los miembros de su junta directiva, me di cuenta de que todas las personas son bien educadas y han conseguido títulos avanzados. Me gustaría saber sus historias para conocer mejor cómo los latinos llegan al éxito, porque los directores y miembros de NSHMBA han superado los desafíos de que leímos durante las primeras semanas de nuestra clase. El sitio de NSHMBA dice que sirven 8000 miembros en los EE.UU y Puerto Rico, y apuesto que la mayoría tienen historias que revelan la importancia de tener personas que te empujan a hacer esfuerzos y refuerzan la importancia de conseguir una buena educación. Tenemos que respetar a las personas que juegan ese rol de ejemplo de latino exitoso, porque lo hacen por bondad, dado que están establecidos ya en sus negocios y no necesitan las actividades extracurriculares.

Algo que dijiste en la clase hoy (3/31) me llamó la atención porque es muy similar a información que he leído en mi literatura sobre diversidad en la esfera de medicina. Dijiste que muchos de los profesores y maestros minorías se involucran más en servicios comunitarios y trabajos dirigidos a poblaciones minorías que sus homólogos que no son minorías. Es interesante que tus experiencias personales coincidan exactamente con lo que ha descubierto las investigaciones, principalmente que los médicos e investigadores minorías tienden a trabajar más en poblaciones de minorías y por lo tanto en áreas carentes de servicios médicos.

El trabajo de mi tesis está yendo de la fase de proyecto creativo a la de escribir el papel final, y dentro de dos semanas creo que estaré listo para escribir el papel. Ha sido un poco difícil encontrar tiempo y motivación para hacer todo lo que debo para hacer esta tesis, pero sé que lo voy a terminar. Los aspectos que me han gustado más hasta ahora han sido la subvención de Hoover y ICC, porque dan la flexibilidad de crear narrativas creativas. Estoy un poco nervioso para enviar mi borrador de solicitud para computadores a Moisés y Kathy, pero no tengo nada que perder en hacer mi mejor intento para ellos.

El artículo que leí para hoy tiene que ver con el tráfico de personas a EE.UU, especialmente desde México. El artículo revela que en el año pasado el tráfico de personas a los EE.UU resultó en ganancias de \$6,600 millones. Uno de los factores que afecta la cantidad de dinero generado por ese tráfico es el hecho de que muchas organizaciones criminales aprovechan de la desesperación de los inmigrantes y los utilizan como “mulas” para transportar drogas. Demasiadas veces, los narcos son las personas que conocen las mejores rutas y pueden conseguir cédulas falsas, y por lo tanto los inmigrantes se ven obligados a hacer los mandados de los narcos a grandes riesgos personales. Una palabra que aprendí de nuevo fue “precisar” utilizado en un sentido que quiere decir “specify.”